DOCUMENT RESUME

ED 245 874 RC 014 884

TITLE Alaska High School Seniors Survey Report, 1983-1984.
INSTITUTION Alaska State Commission on Postsecondary Education, Juneau.
REPORT NO Document No. 84-9
PUB DATE Apr 84
NOTE 56p.; For related document, see ED 207 431.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Aspiration; *College Bound Students; *College Choice; Decision Making; Followup Studies; Higher Education; *High School Seniors; Out of State Students; *Participant Satisfaction; Postsecondary Education; Questionnaires; School Size; State Surveys; *Student Characteristics; Student Mobility
IDENTIFIERS *Alaska

ABSTRACT

The seventh annual survey of Alaska public and private high school seniors was conducted to document the pattern of postsecondary education outside the state and to understand underlying motivations. For 1983-84, 2,949 of a total of 5,952 seniors in 217 schools responded to queries on their sex, race, primary home language, family income, academic rank, opinion of school experience, need for assistance in academic and career planning, and postsecondary plans. Results indicate that while most students are satisfied with high school experiences, those from large schools are more satisfied than those from small schools; those with higher household incomes and higher grades are more likely to continue with postsecondary education; only 26.9% of seniors from small schools plan to attend 4-year postsecondary schools as compared to 46.9% from large schools; of those planning to attend college, 40.2% plan to attend schools in Alaska; students choose out-of-state schools because specific programs are available; 75% of seniors planning to attend out-of-state colleges plan to return to Alaska after completing schooling. A follow-up to the 1982-83 senior survey is appended and indicates the survey predicts, with a high degree of accuracy, the proportion of seniors who will attend in-state postsecondary institutions. (NEC)

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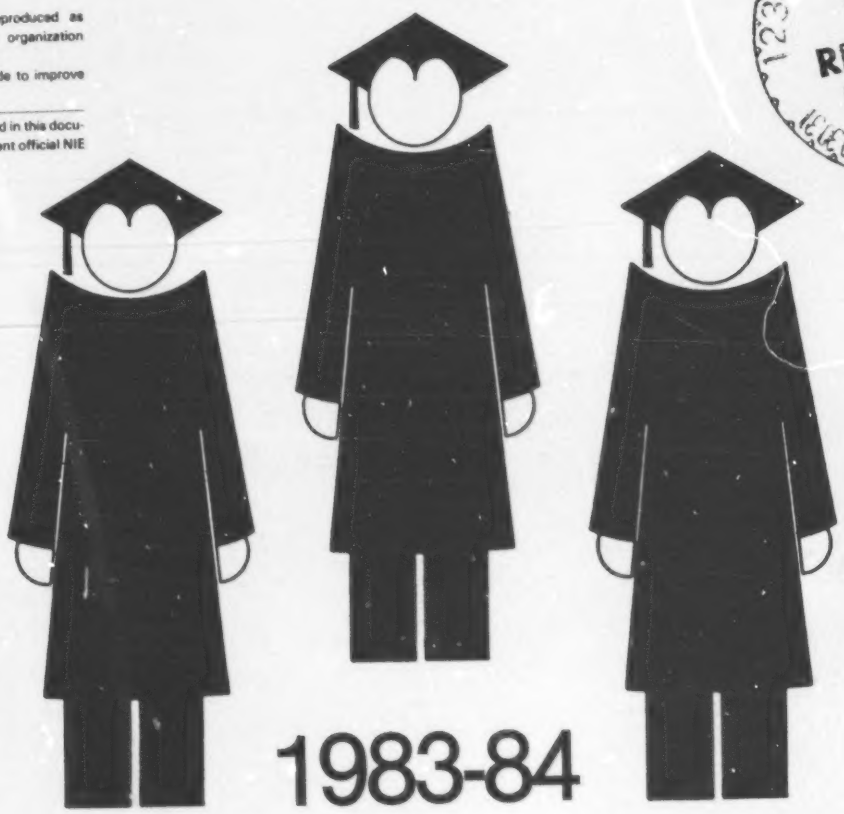

1983-84

RC014884

Alaska Commission on Postsecondary Education

1983-84

ALASKA HIGH SCHOOL SENIORS SURVEY REPORT

APRIL, 1984

Alaska Commission on Postsecondary Education
Pouch FP, 400 Willoughby Avenue
Juneau, Alaska 99811

Document Number 84-9

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

Mr. Gordon Evans, Chairman
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COMMISSION OFFICE

Dr. Kerry D. Romesburg
Executive Director
Alaska Commission on Postsecondary Education
Pouch FP, 400 Willoughby Avenue
Juneau, Alaska 99811

(907) 465-2854

ACKNOWLEDGEMENTS

The Alaska Commission on Postsecondary Education wishes to acknowledge the cooperation of the Alaska Department of Education, the principals, counselors and teachers who administer the senior survey, and the high school seniors whose responses make this report possible.

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INTRODUCTION

Over the past several years, large numbers of Alaska's high school seniors have looked "outside" for pursuit of postsecondary education. In an effort to document this pattern and to try to understand the underlying motivations, this annual survey of Alaska's seniors has developed. The first survey report was published for the 1977-78 academic year; this report represents the seventh in the series.

During the fall of the 1983-84 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information, as well as what they planned to do after high school graduation. Survey results can be used for administrative and academic planning within the State and for improving student counseling and advisement.

METHODOLOGY

A written questionnaire, consisting of eighteen questions, was sent to all 217 Alaska public and private schools identified as having a twelfth grade.

For 1983-84, it was estimated that there were 5,952 students enrolled in the twelfth grade in Alaska. Of these 5,952 seniors, 2,949, or 50 percent, responded to this survey. Slightly more than a third (1,111, or 37 percent) were seniors enrolled in Anchorage area schools. Students from Fairbanks accounted for 13 percent, Juneau for 3 percent, and the remainder of the students in the State accounted for 47 percent.

Four general groupings of questions were included in the questionnaire. These were:

1. those describing demographic characteristics of the student (sex, race, primary home language, income, etc.);
2. those describing the high school experiences of the student (evaluation of school experiences, and identification of possible areas of weakness);
3. those describing the postsecondary plans of the respondent (occupational choices, choice of college, post-high school plans, etc.); and
4. those describing the more detailed plans of that group of respondents planning to pursue some type of postsecondary education.

RESULTS AND ANALYSIS

A. Demographic Data

The demographic data indicate that the students who responded are a representative sample of the general senior population. This conclusion is based upon previous senior surveys and current year estimates and projections. Approximately half the respondents were male (52 percent) and half were female (48 percent); 67 percent were Caucasian, 23 percent were Alaska Native, 3 percent were Black, and small percentages were Oriental, Hispanic, or other; 77 percent indicated annual family incomes of $15,000 or more; 63 percent indicated annual family incomes of $25,000 or more; and 91 percent were from homes where English is the primary language spoken. (Details of these results are presented in Appendix B, Tables 22 to 30).

B. High School Experience

Ranking of High School Experiences. Respondents were requested to evaluate various aspects of their high school experiences using the following descriptors: outstanding, average, poor, or not provided. Those characteristics receiving the highest number of "outstanding" responses were: Counseling and Guidance Services, Athletic and Recreational Facilities, Library and Learning Center Facilities, and Vocational Training, as indicated in Table 1. This response is remarkably similar to the responses of recent years. Also consistent with responses from past years were those characteristics receiving the least number of "outstanding" responses. They were Grades, Marks, or

Promotion Policy, School Rules and Discipline, and Variety of Courses. It is interesting to note that Laboratory Facilities was separated out for the first time last year and has continued to receive the lowest number of "outstanding" responses.

TABLE 1
DISTRIBUTION OF "OUTSTANDING" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"OUTSTANDING" RESPONSES	
	Number	Percent
Counseling and Guidance Services	980	33.2
Athletic & Recreation Facilities	961	32.6
Library, Learning Center Facilities	925	31.4
Vocational Training	855	29.0
Quality of Instruction	758	25.7
Variety of Courses	707	24.0
Special Help for Students	657	22.3
School Rules, Regulations, & Discipline	558	18.9
Grades, Marks, Promotion Policy	441	15.0
Laboratory Facilities	418	14.0
Overall High School Experience	838	28.4

Table 2 presents the "poor" responses to the high school characteristics. As was true for the past two years, Quality of Instruction, Vocational Training, and Grades, Marks, or Promotion Policy received the fewest "poor" ratings. School Rules, Regulations, and Discipline, Laboratory Facilities, Counseling and Guidance Services, and Athletic and Recreation Facilities received the highest number of "poor" ratings.

TABLE 2
DISTRIBUTION OF "POOR" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"POOR" RESPONSES	
	Number	Percent
School Rules, Regulations, & Discipline	712	24.1
Laboratory Facilities	622	21.1
Counseling and Guidance Services	419	14.2
Athletic & Recreation Facilities	381	12.9
Special Help for Students	373	12.6
Library, Learning Center Facilities	346	11.7
Variety of Courses	317	10.7
Vocational Training	248	8.4
Grades, Marks, Promotion Policy	211	7.2
Quality of Instruction	177	6.0
Overall High School Experience	254	8.6

Eighty-seven percent of the seniors rated their overall high school experiences as "average" or "outstanding." This represents an increase over last year when 83.4 percent of the seniors did so, yet it is still slightly below the 1981-82 survey results when nearly 90 percent of seniors indicated general satisfaction with their high school experiences. A more complete listing of responses to high school experiences and characteristics may be found in Table 27 of Appendix B.

A comparison of Tables 1 and 2 shows that Counseling and Guidance Services again evoked strong responses from the seniors. It ranked highest in "outstanding" ratings and third highest in "poor" ratings. Even so, 80 percent of the seniors rated Counseling and Guidance Services as "average" or "outstanding." It is also apparent that Laboratory Facilities continues to evoke strong negative responses; it ranked lowest in "outstanding" ratings and second highest in "poor" ratings for two years in a row.

Further analysis of seniors' evaluation of their high school experiences was conducted by comparing the assessment of respondents from small and large schools. Small schools were identified as schools with 250 students or fewer; large schools had more than 250 students. Table 3 shows the percentages of "outstanding" responses for small and large schools. In several areas, seniors from large schools had greater percentages than those from small schools. In particular, there were considerable differences in the categories of Library, Learning Center Facilities and Variety of Courses.

It is interesting to note, however, that students from small schools showed higher percentages of "outstanding" responses for School Rules, Regulations, and Discipline and Grades, Marks, Promotion Policy than students from large schools. Although the differences are not exceptionally marked, these data may illustrate a tendency of small schools to recognize and accommodate individual students in relation to their behavior and academic progress.

TABLE 3
PERCENTAGES OF "OUTSTANDING" RESPONSES FOR
HIGH SCHOOL CHARACTERISTICS FOR LARGE AND SMALL SCHOOLS

CHARACTERISTICS	PERCENTAGE OF "OUTSTANDING" RESPONSES	
	Large School	Small School
Library, Learning Center Facilities	38.2	15.6
Counseling and Guidance Services	38.1	22.0
Athletic & Recreation Facilities	35.5	25.8
Vocational Training	30.7	25.1
Variety of Courses	29.4	11.4
Quality of Instruction	27.2	22.3
Special Help for Students	23.3	20.0
School Rules, Regulations, & Discipline	17.0	23.3
Laboratory Facilities	16.6	8.5
Grades, Marks, Promotion Policy	14.4	16.3
Overall High School Experience	29.7	25.5

Areas of Improvement. Seniors were asked if they felt a need for additional assistance in the four areas of writing, reading, mathematics, and career planning. Table 4 shows that over half of the seniors felt a need for more assistance in mathematics and career planning and approximately 40 percent indicated a need for assistance in the areas of writing and reading. In general, there seems to be an upward trend to last year's responses of seniors expressing a need for additional assistance, especially in improving math skills. Within the last three years, the percentages of seniors expressing a need for further assistance in math skills have risen over five points from 46.8 to 52.2.

TABLE 4
SENIOR EXPRESSED NEED FOR FURTHER
ASSISTANCE IN SELECTED AREAS

TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	1,117	39.2	1,733	60.8	2,850
Improving reading skills	1,236	43.4	1,610	56.6	2,846
Improving math skills	1,493	52.2	1,365	47.8	2,858
Deciding on Career/Education	1,458	51.2	1,389	48.8	2,847

Those seniors planning to attend a postsecondary educational institution (technical, business, two-year or four-year college) after high school indicated less of a need for assistance in all areas than did those planning to work full-time or those who were undecided about post-graduation plans. These data are presented in Table 5 and also reflect the opinion that the greatest need for those seniors planning to work was for additional assistance in career planning and in improving math skills. For those seniors planning schooling beyond high school, the greatest need areas were for improved math skills and additional assistance in career and/or educational planning.

TABLE 5
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE IN SELECTED AREAS BY INDICATED POST-HIGH SCHOOL PLANS

POST-HIGH SCHOOL PLAN: FURTHER SCHOOLING					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	629	36.7	1,086	63.3	1,715
Improving reading skills	703	41.0	1,010	59.0	1,713
Improving math skills	862	50.1	859	49.9	1,721
Deciding on Career/Education	826	48.3	884	51.7	1,710
POST-HIGH SCHOOL PLAN: FULL-TIME JOB OR DON'T KNOW					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	448	43.0	647	57.0	1,135
Improving reading skills	533	47.0	600	53.0	1,133
Improving math skills	631	55.5	506	44.5	1,137
Deciding on Career/Education	632	55.6	505	44.4	1,137

As a student's yearly household income increased, the need for assistance in all areas decreased. More than half of those seniors whose annual yearly household income was less than $25,000 indicated that they needed assistance in improving math skills and deciding on career or continuing education. These data are presented in Table 6. It should be noted, however, that the need for help in improving math skills and deciding on future career or educational plans is evident for a significant percentage of students, irrespective of family income.

TABLE 6
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE
IN SELECTED AREAS BY HOUSEHOLD INCOME

EXPRESSED NEED FOR ASSISTANCE IN:	ANNUAL HOUSEHOLD INCOME					
	UNDER $25,000		$25,000 TO $40,000		OVER $40,000	
	No.	%	No.	%	NO.	%
Expressing ideas in writing	349	45.9	264	39.1	396	34.8
Improving reading skills	371	48.8	293	43.5	453	39.7
Improving math skills	438	57.4	347	51.3	559	48.8
Deciding on Career/Education	428	56.3	335	49.8	567	49.6

More detail on need for assistance by varied levels of annual household income is presented in Appendix B, Table 28.

C. Postsecondary Plans

A number of questions regarding postsecondary plans were posed to the seniors, and based upon the responses, the seniors were divided into two groups, those planning educational pursuits and those not. Those planning some form of education were then asked to respond to additional questions which will be discussed later in this report.

The responses to the question concerning the post-high school plans of seniors are contained in Table 7. The percentage of those planning to continue with some form of postsecondary education had been increasing from 1980 with 56.5 percent to 1983 with 61.6 percent of the seniors planning to continue with some form of postsecondary education. This year the percentage has dropped slightly to 59.3 percent.

The number of seniors not planning any postsecondary education was 1,199, or 40.7 percent of the total respondents. However, it should be noted that this number includes 319 students who did not know what they were going to do, so the number of students actually involved in postsecondary education could increase.

TABLE 7
DISTRIBUTION OF SENIORS BY
MOST LIKELY ACTIVITY AFTER HIGH SCHOOL

ACTIVITY	NUMBER	PERCENT
Attend a 4-Year College	1,205	40.8
Attend a 2-Year College	320	10.9
Attend a Vocational-Technical School	225	7.6
Enter Into Apprentice Training	79	2.7
Become a Full-Time Homemaker	11	0.4
Join the Military	104	3.5
Get a Full-Time Job	353	12.0
Don't Know Yet	319	10.8
Other	333	11.3
Total	2,949	100.0

D. Similarities and Differences Between Those Seniors Planning Postsecondary Education and Those Who Are Not

Sex. In examining the plans of the seniors and differentiating by sex, as presented in Table 8, one can see that certain activities are more likely for one sex than the other. For instance, 64.5 percent of female seniors intend to enroll in some form of postsecondary education, while 54.6 percent of male seniors have the same intention. A larger difference can be seen when focusing upon two-year or four-year postsecondary institutions; 58.7 percent of female seniors intend to enroll in either a two-year or four-year college, while only 45.3 percent of the male seniors express the same desire.

TABLE 8
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SEX OF RESPONDENT

ACTIVITY	MALE		FEMALE	
	No.	%	No.	%
Attend a 4-Year College	566	36.9	637	45.2
Attend a 2-Year College	129	8.4	190	13.5
Attend a Vocational-Technical School	143	9.3	82	5.8
Subtotal	838	54.6	909	65.5
Enter Into Apprentice Training	61	4.0	18	1.3
Become a Full-Time Homemaker	2	0.1	9	0.6
Join the Military	84	5.5	19	1.3
Get a Full-Time Job	186	12.1	167	11.9
Don't Know Yet	180	11.7	139	9.9
Other	182	11.9	148	10.5
Subtotal	695	45.4	500	35.5
Total	1,533	100.00	1,409	100.0

Race. The race of the senior respondents was a significant factor in determining postsecondary plans. As illustrated in Table 9, 43 percent of Alaska Natives intend to pursue some type of postsecondary education, while 59 percent and 65 percent of Black and Caucasian seniors, respectively, indicated the same desire. The percentage of Alaska Natives intending to pursue some type of postsecondary education has fluctuated during the past three years. In 1982, 42 percent intended to continue their education; that percentage increased to 49 in 1983. Native seniors, however, continue to have a much higher percentage of undecided responses than any other group, and they also had a higher percentage of those planning to enter into apprentice training.

TABLE 9
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY RACE OF RESPONDENT

ACTIVITY	ALASKA NATIVE		BLACK		CAUCASIAN		ALL OTHERS	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	169	24.5	35	44.9	924	46.8	73	40.8
Attend a 2-Year College	68	9.8	8	10.3	223	11.3	19	10.6
Attend a Vocational-Technical School	60	8.7	3	3.8	141	7.1	19	10.6
Subtotal	297	43.0	46	59.0	1,288	65.3	111	62.0
Enter Into Apprentice Training	29	4.2	1	1.3	46	2.3	2	1.1
Become a Full-Time Homemaker	3	0.4	1	1.3	7	0.4	0	0.0
Join the Military	31	4.5	6	7.7	54	2.7	11	6.1
Get a Full-Time Job	98	14.2	8	10.3	230	11.7	12	6.7
Don't Know Yet	156	22.6	3	3.8	135	6.8	19	10.6
Other	77	11.1	13	16.7	213	10.8	24	13.4
Subtotal	394	57.0	32	41.0	685	34.7	68	38.0
Total	691	100.0	78	100.0	1,973	100.0	179	100.0

School Size. There continues to be a striking difference between those seniors planning to attend a four-year college and those seniors undecided about their future when differentiating by size of school they attend. Table 10 shows that only 26.9 percent of seniors from small schools plan to attend a four-year college compared to 46.9 percent of seniors from large schools. Moreover, 19.4 percent of seniors from small schools do not know what they plan to do after graduation compared to only 8.1 percent from large schools.

TABLE 10
DISTRIBUTION OF SENIORS BY MOST LIKELY ACTIVITY AFTER HIGH SCHOOL AND BY SIZE OF SCHOOL IN WHICH THE SENIOR IS ENROLLED

ACTIVITY	LARGE SCHOOLS		SMALL SCHOOLS	
	No.	%	No.	%
Attend a 4-Year College	965	46.9	240	26.9
Attend a 2-Year College	212	10.3	108	12.1
Attend a Vocational-Technical School	137	6.7	88	9.9
Subtotal	1,314	63.9	436	48.9
Enter Into Apprentice Training	44	2.1	35	3.9
Become a Full-Time Homemaker	6	0.3	5	0.6
Join the Military	62	3.0	42	4.7
Get a Full-Time Job	241	11.7	112	12.6
Don't Know Yet	146	7.1	173	19.4
Other	245	11.9	88	9.9
Subtotal	744	36.1	455	51.1
Total	2,058	100.0	891	100.0

Household Income. Annual household income has continued to relate strongly to specific postsecondary plans of the seniors over the past several years. A comparison was made of the responses of those seniors from households with annual incomes of less than $25,000, $25,000 to $40,000, and more than $40,000. The results of this comparison are presented in Table 11. As household income increases, so does the tendency of seniors to pursue postsecondary activities at a four-year college. This, however, does not hold true for attendance at two-year colleges or vocational/technical schools. In fact, the higher the household income, the less likely it is for seniors to attend vocational/

technical schools. Also, as household income increases, uncertainty about postsecondary plans decreases. Almost one in five of those seniors whose household incomes were less than $25,000 indicated that they did not know what they intended to do after graduation, while considerably less than 10 percent of those students from households in higher income brackets expressed the same uncertainty.

TABLE 11
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY ANNUAL HOUSEHOLD INCOME

ACTIVITY	INCOME UNDER $25,000		$25,000-$40,000		OVER $40,000	
	No.	%	No.	%	No.	%
Attend a 4-Year College	193	24.5	287	41.2	640	54.4
Attend a 2-Year College	86	10.9	88	12.6	108	9.2
Attend a Vocational/ Technical School	81	10.3	50	7.2	76	6.4
Subtotal	360	45.7	425	61.0	824	70.0
Enter Into Apprentice Training	28	3.6	16	2.3	26	2.2
Become a Full-Time Homemaker	3	0.4	3	0.4	3	0.3
Join the Military	46	5.8	27	3.9	20	1.7
Get a Full-Time Job	102	13.0	82	11.8	123	10.5
Don't Know Yet	153	19.4	65	9.3	64	5.5
Other	95	12.1	78	11.2	115	9.8
Subtotal	427	54.3	271	39.0	351	30.0
Total	787	100.0	696	100.0	1,175	100.0

Grades Earned. The seniors were asked to indicate what their grades had been in high school, whether they had earned mostly A's, mostly B's, mostly C's, or mostly below C's.

As one might suspect, and consistent with surveys from the past three years, those seniors who earned mostly A's and B's indicated their intention to pursue postsecondary education far more frequently than those earning lower grades. As Table 12 indicates, nearly 84 percent of those seniors earning mostly A's planned to go on for more schooling, while considerably smaller percentages are evident for seniors with lower grades. There is, however, a slight but steady upward trend of seniors with lower grades planning to attend postsecondary institutions. For seniors earning mostly B's, the percentage planning to go on for more schooling increased from 64.3 in 1981 to 68.0 in 1983. For seniors earning grades below C, the percentage change was from 21.2 to 28.9.

TABLE 12
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY GRADES EARNED IN HIGH SCHOOL

ACTIVITY	A's		B's		C's		Below C's	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	334	76.1	602	48.4	229	22.6	6	5.8
Attend a 2-Year College	28	6.4	156	12.6	116	11.4	9	8.7
Attend a Vocational Technical School	6	1.4	87	7.0	108	10.6	15	14.4
Subtotal	368	83.9	845	68.0	453	44.6	30	28.9
Enter Into Apprentice Training	4	0.9	24	1.9	39	3.8	4	3.8
Become a Full-Time Homemaker	2	0.4	5	0.4	2	0.2	1	1.0
Join the Military	4	0.9	38	3.1	51	5.0	6	5.7
Get a Full-Time Job	18	4.1	114	9.2	177	17.4	23	22.1
Don't Know Yet	20	4.6	111	8.9	149	14.8	22	21.2
Other	23	5.2	106	8.5	144	14.2	18	17.3
Subtotal	71	16.1	398	32.0	562	55.4	74	71.1
Total	439	100.0	1,243	100.0	1,015	100.0	104	100.0

Occupational Choice. Seniors were asked to choose a first and second occupational preference from a list of 58 technical and professional occupations. Business Management, Education, and Computer Programming are solidly the most popular choices by the seniors. The top four choices in descending order of popularity, were:

First Preference	Second Preference
Business Management	Business Management
Education	Computer Programming
Computer Programming	Accounting
Law	Auto Repair

The occupational preferences varied quite markedly between the sexes, with the exception of Business Management. The male seniors preferred the more technical and trade occupations while the helping professions were clearly the choice of many female seniors. The top four choices, in descending order of popularity, for male and female seniors were:

Male Seniors	Female Seniors
Business Management	Business Management
Carpentry	Education
Automotive Repair	Nursing
Engineering, General	Office Occupations

A further analysis was conducted to relate occupational preference to race of respondent. As in the past, it is difficult to discern particular patterns of occupational preference based upon race. Indeed, for Black, Hispanic, and Oriental students, no clear preference for occupational choices was evident. The top choices for Alaska Native and Caucasian seniors were:

Alaska Native	Caucasian
Business Management	Business Management
Carpentry	Elementary/Secondary Education
Aviation Associated Careers	Engineering, General
Accounting	Computer Programming

E. Seniors Planning Postsecondary Education.

A separate portion of the survey was devoted to obtaining more information about those seniors planning to pursue postsecondary education. Although the number of seniors indicating plans to attend school immediately after graduation was fairly consistent at about 1,740 in response to a number of cross-check items (such as income levels, sex, and race), the total number of seniors responding to specific questions on schooling increased to 2,181. This increased figure is assumed to include not only those seniors with firm post-high school plans, but also a number who were undecided and were responding in a suppositional manner. That is, suppose I were to attend, then how would I answer?

State of Attendance. Seniors were asked to indicate the state in which they planned to pursue their postsecondary education. The trend that Alaska is increasingly becoming a more popular choice appears to have leveled. In 1979-80, 31 percent of the high school seniors indicated that they planned to pursue their postsecondary education in Alaska. That percentage increased to 36.5 percent in 1980-81, 40.6 percent in 1981-82, and last year the percentage was 42.7 percent. This year the percentage dropped to 40.2 percent. Table 13 provides detailed information regarding where the students intend to pursue their postsecondary education activities. As in previous years, Washington, California, Oregon, and Colorado are the most popular states for those seniors who intend to enroll in institutions out-of-state.

TABLE 13
DISTRIBUTION OF SENIORS BY
INTENDED STATE OF POSTSECONDARY ATTENDANCE

STATE	NUMBER	PERCENT
Alaska	876	40.2
Washington	274	12.6
California	200	9.2
Oregon	177	8.1
Colorado	95	4.4
Arizona	66	3.0
Hawaii	44	2.0
Texas	37	1.7
Montana	29	1.3
Idaho	28	1.3
Utah	20	0.9
Other*	335	15.3
Total	2,181	100.0

* Including foreign countries.

When the intended state of attendance was cross-referenced with the seniors' grades in high school, no single state seemed to draw heavily from any particular grade group.

The distribution for a few selected states is presented on a percentage basis in Table 14. It appears that those seniors electing attendance in Alaska are heavily represented by those earning mostly B's and C's while in high school, but this distribution is largely due to the normal distribution of all seniors (also presented in Table 14).

TABLE 14
PERCENTAGE DISTRIBUTION OF SENIORS BY SELECTED STATES OF PLANNED ATTENDANCE AND BY GRADES EARNED IN HIGH SCHOOL

SENIORS' GRADES	ALASKA	WASHINGTON	OREGON	CALIFORNIA	COLORADO	ALL SENIORS
Mostly A's	12.5	18.8	18.0	27.2	17.4	15.7
Mostly B's	46.1	50.0	55.8	42.6	43.5	44.4
Mostly C's	38.3	29.3	25.6	29.2	35.9	36.2
Below C's	3.1	1.9	0.6	1.0	3.2	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

Another way of examining these same data is to compare Alaska's drawing power, within the grade distribution of seniors, to the drawing power of "outside." This is presented in Table 15 and differs from Table 14 in that the question addressed in Table 15 is: of those seniors earning mostly A's (or B's, C's, etc.), how many plan schooling in Alaska; while the question in Table 14 is: of those seniors planning schooling in Alaska, how many earned mostly A's (or B's, C's, etc.)? In the analysis which led to Table 15, it was discovered that 72.6 percent of the seniors earning mostly A's in high school who planned postsecondary attendance, planned it for "outside" of Alaska. It should be noted that this

reverses a trend where the percentage had been declining. In 1980-81, 83.7 percent of the seniors earning mostly A's planned postsecondary education "outside" of Alaska, in 1981-82 the percentage dropped to 69.8 and last year the percentage was 66.5.

TABLE 15
PERCENTAGE DISTRIBUTION OF SENIORS BY
GRADES EARNED IN HIGH SCHOOL AND BY
PLANNED POSTSECONDARY ATTENDANCE IN OR OUT OF ALASKA

SENIORS' GRADES	ALASKA	OUT-OF-STATE	TOTAL
Mostly A's	27.4	72.6	100.0
Mostly B's	39.6	60.4	100.0
Mostly C's	46.4	53.6	100.0
Below C's	41.9	58.1	100.0

It is important to try to understand why those seniors earning mostly A's plan to attend postsecondary institutions outside of the state. Although a more detailed presentation is found later in this report, the survey contained a question which asked the seniors to indicate which factors were important in their decisions about institutions. Of those seniors who earned mostly A's and intended to enroll in an institution of Alaska, the most important reason was the "availability of program" followed closely by "reputation or prestige of the school." This finding parallels very closely the research regarding "brain drain" in other states. As noted in last year's report, Maryland provides a good example of that research. The Maryland State Board for Higher Education conducts an annual survey of high school seniors who were semi-finalists in the National Merit and National Achievement competition. They find that the most important factor in college choice cited by students going out of state is "institutional reputation." Having a quality program in the student's major is the second most important reason.

In New Jersey, many of the seniors with out-of-state postsecondary preferences had levels of academic achievement which were higher than those who desired to remain in the state.

When addressing the question of "brain drain" then, we find that a higher percentage of Alaska's higher-grade-earning seniors are indeed looking "outside" for their postsecondary schooling. This is, however, not unlike the experiences of other states.

Alaska Attendance. When asked which institution in Alaska they planned to attend, 37 percent of the responding seniors indicated the University of Alaska-Fairbanks, followed by the University of Alaska-Anchorage, with 17 percent. The responses to this question are presented in Table 16.

The fourth and sixth most popular institutional choices of the seniors were the Alaska Vocational Technical Center at Seward and the Alaska Business College in Anchorage, respectively. This pattern is consistent over several years and the survey continues to show that these two institutions, which are dedicated to preparing persons for employment in selected occupational and career fields, have strong drawing power.

TABLE 16
DISTRIBUTION OF SENIORS BY
CHOICE OF ALASKAN POSTSECONDARY INSTITUTION

INSTITUTION	NUMBER	PERCENT
Anchorage Community College	120	12.8
Chukchi Community College	2	0.2
Islands Community College	0*	0.0
Kenai Peninsula Community College	21	2.2
Ketchikan Community College	3	0.3
Kodiak Community College	9	1.0
Kuskokwim Community College	9	1.0
Matanuska-Susitna Community College	7	0.7
Northwest Community College	1	0.1
Prince William Sound Community College	1	0.1
Tanana Valley Community College	7	0.7
Extension Center Near Home	2	0.2
Community College Subtotal	182	19.3
University of Alaska-Anchorage	163	17.5
University of Alaska-Fairbanks	347	37.2
University of Alaska-Juneau	16	1.7
University Center Subtotal	526	56.4
Alaska Bible College	8	0.9
Alaska Pacific University	41	4.4
Sheldon Jackson College	33	3.5
Private College Subtotal	82	8.8
Alaska Business College	48	5.1
Alaska Vocational Technical Center at Seward	50	5.3
Trade, Technical Schools	24	2.6
Hutchison Career Center	12	1.3
Kotzebue Technical Center	11	1.2
Occupational School Subtotal	145	15.5
Total	935	100.0

* It appears that, at the time the questionnaire was administered, students were not aware that Sitka Community College had changed its name to Islands Community College. Last year, seven seniors indicated that they intended to enroll in Sitka Community College.

Reasons for Institutional Choice. Why a senior chooses to attend a particular institution is a question of great interest to those persons involved in postsecondary education. The seniors were asked to indicate, from a list of 16 possible reasons, which factors were important in their decisions about institutions. The seniors were to pick the two most important reasons and also the least important reason affecting the choice of the postsecondary institution they planned to attend.

The most important reasons for institutional choice were "availability of program," "reputation or prestige of school," and "closeness to home." This was followed closely by "low tuition and living expenses" and "geographic location." "Availability of program" stands out because of the large number of seniors indicating it as the most important reason for attending school. (See Table 17.) Also, it has continued to be the top choice since 1978. The least important determinants of college selection for the seniors were "friends will be there," "religious atmosphere," "close to home," and sorority/fraternity/student organizations on campus."

TABLE 17
REASONS FOR SELECTING A
POSTSECONDARY EDUCATIONAL INSTITUTION

REASON	MOST IMPORTANT		SECOND MOST IMPORTANT		LEAST IMPORTANT	
	Number	Percent	Number	Percent	Number	Percent
Availability of Program	487	23.7	208	9.7	59	2.8
Reputation or Prestige of School	256	12.4	160	7.5	106	5.0
Close to Home	230	11.2	253	11.8	253	11.9
Low Tuition and Living Expenses	204	9.9	206	9.6	106	5.0
Encouragement from Parents/Relatives	192	9.3	230	10.7	81	3.8
Geographic Location	168	8.2	303	14.2	219	10.3
Availability of Jobs While in School	83	4.0	101	4.7	76	3.6
Religious Atmosphere	71	3.5	39	1.8	302	14.2
Availability of Financial Aid	70	3.4	136	6.4	51	2.4
Intramural Athletics	69	3.4	74	3.5	116	5.5
Intercollegiate Athletics	67	3.3	85	4.0	117	5.5
Friends Will Be There	50	2.4	154	7.2	362	17.2
Encouragement from Teachers	39	1.9	82	3.8	25	1.2
Encouragement from College Representatives	27	1.3	39	1.8	26	1.2
Sororities/Fraternities	25	1.2	31	1.4	177	8.3
Availability of College Housing	19	0.9	40	1.9	44	2.1
Total	2,057	100.0	2,141	100.0	2,120	100.0

To understand further the reasons why students attend in-state or out-of-state institutions, institutional choice was cross-referenced with the state of planned attendance, the results of which are presented in Table 18. Also, those factors affecting choice were further analyzed on an in-state basis. A cross-tabulation was run between reasons for institutional choice and Alaskan institution indicated. The results of those data for selected institutions are shown in Table 19.

A very consistent pattern exists among those seniors who intend to enroll out-of-state. In all cases except Hawaii the principal reason for institutional choice was "availability of program."

For those students attending institutions within the state, the principal factors affecting institutional selection were "low tuition," "closeness to home," and "availability of program."

TABLE 18
REASONS FOR SELECTING A POSTSECONDARY
EDUCATIONAL INSTITUTION DISTRIBUTED BY STATE

STATE	PRIMARY REASON	SECONDARY REASON
Alaska	Close to Home	Close to Home
Washington	Availability of Program	Geographic Location
California	Availability of Program	Geographic Location
Oregon	Availability of Program	Geographic Location
Colorado	Availability of Program	Geographic Location
Hawaii	Geographic Location	Availability of Program

TABLE 19
REASONS FOR SELECTING A PARTICULAR
ALASKA POSTSECONDARY EDUCATIONAL INSTITUTION

INSTITUTION	PRIMARY REASON	SECONDARY REASON
Univ. of Alaska-Fairbanks	Low Tuition and Expenses	Close to Home
Univ. of Alaska-Anchorage	Close to Home	Close to Home
Univ. of Alaska-Juneau	Availability of Jobs	Close to Home
All Community Colleges	Close to Home	Close to Home
Alaska Pacific University	Availability of Program	Close to Home
Sheldon Jackson	Encouragement from Parents/Relatives	Friends Will Be There
Alaska Business College	Close to Home	Availability of Jobs
Alaska Vocational-Technical Center	Availability of Program	Friends Will Be There

Familiarity with Financial Aid. The seniors were asked about their familiarity with, and intent to use, various types of financial aid available for postsecondary education. As one can see in Table 20, the program with which the seniors were most familiar (when combining familiarity with intent to use) is the Alaska State Student Loan Program. Almost four out of five of the students responding to this survey are aware of the program.

TABLE 20
SENIORS' FAMILIARITY WITH AND INTENDED
USE OF SELECTED FINANCIAL ASSISTANCE PROGRAMS

PROGRAMS	FAMILIAR WITH		INTEND TO USE		Total Percentage
	Number	Percent	Number	Percent	
Pell Grant	332	11.3	99	3.4	14.7
GSL (Guaranteed Student Loan)	929	31.5	255	8.6	40.0
Alaska State Student Loan	1,084	36.8	1,215	41.2	78.0
Native Corp. Assistance	662	22.4	147	5.0	27.4
Job Training Partnership Act (JTPA)	320	10.9	42	1.4	12.3
BIA	628	21.3	88	3.0	24.3
ROTC	1,423	48.3	88	3.0	51.3
SEIG (State Educational Incentive Grant)	398	13.5	71	2.4	15.9

Plans to Return to Alaska. Those seniors planning postsecondary education out-of-state were asked if they planned to return to Alaska after completing their schooling. In 1980-81, 72.2 percent indicated that they did plan to return to Alaska. That percentage decreased slightly to 69.1 percent in 1981-82 but increased almost 10 points to 77.6 percent last year and decreased again this year to 75.3 percent. There remains, however, a strong relationship between the distance one intends to go away from the state and the intention to return after schooling. A regional distribution is presented in Table 21 which indicates that, in general, the propensity to return decreases as the student attends school farther away from Alaska.

TABLE 21
DISTRIBUTION OF SENIORS PLANNING ATTENDANCE "OUTSIDE" BY REGION OF ATTENDANCE* AND BY INTENTION TO RETURN TO ALASKA AFTER SCHOOLING

REGION OF PLANNED ATTENDANCE	PERCENT PLANNING TO RETURN TO ALASKA
Northwest	73.1
Midwest	65.8
Northeast	65.3
West	65.1
Southwest	61.1
South	53.7
Southeast	40.0
East	25.0

* REGIONS: Northwest: WA, OR, ID, MT; West: CA, HI, NV, UT, CO, WY; Southwest: AZ, NM, TX, OK; Midwest: ND, SD, NE, KS, MN, WI, MI, IA, MO, IL, IN, OH; South: FL, GA, AL, MS, LA, AR; Southeast: VA, NC, SC, TN, KY; East: PA, NJ, MD, DE, WV, DC; Northeast: ME, VT, NH, NY, MA, CT, RI.

SUMMARY

Alaska's high school seniors have now responded to seven consecutive annual surveys. Responses have been generally consistent over this period, and support the following conclusions.

1. Most seniors are generally quite satisfied with their high school experiences. Those particular areas which have received the highest number of "outstanding" marks are counseling and guidance services and athletic and recreational facilities. During the past several years, the percentage of seniors expressing satisfaction with their overall high school experience has remained between 80 and 90 percent.

2. Seniors from small schools are not as satisfied with their high school experience as seniors from large schools. This is particularly evident when considering variety of courses and library and learning center facilities.

3. Regardless of whether they plan to pursue further schooling, many seniors feel that they need assistance in improving mathematics skills and in developing career or educational plans.

4. Those seniors who have higher household incomes and who earn higher grades are more likely to plan schooling beyond high school than are other seniors.

5. Proportionately, considerably fewer seniors from small schools plan to attend four-year colleges than seniors from large schools. Also, a much larger percentage of seniors from small schools are undecided about what they plan to do after graduation than seniors from large schools.

6. After increasing for the past three years, the percentage of students who choose to remain in Alaska for postsecondary education has appeared to have leveled. As in previous years, Washington, California, Oregon and Colorado are the most popular states for those seniors who intend to enroll in institutions out-of-state.

7. There does not seem to be a direct correlation between grades earned in high school and geographic choice. Although many students in all grade categories are drawn "outside," the tendency to plan out-of-state attendance is highest among those seniors who earned mostly A's in high school. Institutional reputation and availability of programs are the reasons that "A" students cite for choosing their schools. Other states have reported similar propensities among their higher-grade-earning seniors.

8. Regardless of the grades they earned in high school, seniors choose particular out-of-state educational institutions primarily because of the availability of certain programs. Students choose particular Alaskan institutions because of availability of programs and proximity.

9. The University of Alaska's Fairbanks and Anchorage campuses continue to be the top choices for those students who remain in Alaska for further schooling; again this year over 50 percent of in-state students indicated that they plan to attend one of these institutions.

10. Approximately 16 percent of students remaining in Alaska plan to attend vocational-technical and private proprietary schools. Those institutions with the greatest drawing power are Alaska Business College and Alaska Vocational Technical Center at Seward.

11. Three out of four seniors planning to attend school out-of-state plan to return to Alaska after completing their schooling.

The information from this survey is compiled on an individual high school basis and returned to each participating school. This feedback enables the secondary school officials to better plan or respond to and for the high school students' needs. The information and results are also used on a statewide basis for planning and analysis of postsecondary resources for Alaskans.

APPENDIX A

1983-84 ALASKA HIGH SCHOOL SENIOR SURVEY

Alaska High School Senior Survey 1983-84

This survey is an attempt to find out what you intend to do with your life the first year after graduation. The results of this survey will be used to plan for the growth and development of postsecondary education* in Alaska, to coordinate and plan for better financial aid services for Alaskan postsecondary students and to provide for the educational needs of Alaskan high school graduates.

Please answer questions 1 through 14 regardless of what you plan to do after graduation. Students continuing a postsecondary education should also complete questions 15 through 18.

Individual responses will be kept confidential. Please do not identify yourself on the survey. PLACE THE NUMBER OF YOUR RESPONSE IN THE SPACE PROVIDED AT THE RIGHT. Your cooperation is appreciated.

RESPONSE

1. What is your sex? 1. Male 2. Female ..... _____

2. How do you describe yourself? (Choose only one) ..... _____
   1. Alaskan Native
   2. Black
   3. Caucasian
   4. Hispanic
   5. Oriental
   6. Other

3. What category best describes your total family income? ..... _____
   1. Under $15,000
   2. Between $15,000 and $25,000
   3. Between $25,000 and $40,000
   4. Between $40,000 and $50,000
   5. Over $50,000

4. What category best describes your parents' level of education?

RESPONSE (Enter 1, 2, 3, or 4)

   1. did not finish high school .....
   2. graduated from high school or attained the GED .....
   3. attended college .....
   4. graduated from college with at least a bachelor's degree .....

   Father ..... _____
   Mother ..... _____

5. There are a number of financial aid programs offered to Alaskans. Please indicate your familiarity with each program by using the following code.

RESPONSE (Enter 1, 2, or 3)

   1. I am not aware of this financial assistance program.
   2. I am aware of this financial assistance program.
   3. I am aware of this program and plan to use it.

   A. Pell Grant Program (BEOG) ..... _____
   B. GSL (Guaranteed Student Loan Program) ..... _____
   C. Alaska State Student Loan Program ..... _____
   D. Native Corporation Student Financial Aid ..... _____
   E. JPTA (Job Partnership Training Act) ..... _____
   F. BIA (Bureau of Indian Affairs) Financial Assistance ..... _____
   G. ROTC (Reserve Officer Training Corps) Financial Assistance ..... _____
   H. SEIG (State Educational Incentive Grant Program) ..... _____
   I. Other Financial Aid Program (Specify) ..... _____

*NOTE: Postsecondary education is defined as any organized education, learning or training experience beyond high school.

PLACE 1 IN THE RESPONSE SPACE FOR "YES" AND 2 FOR "NO" for questions 6 through 10.

RESPONSE (Enter 1 or 2)

6. English is the language most frequently spoken in my home ..... _____

7. I have had the following employment experiences:
   A. held a regular part-time job while in school ..... _____
   B. held a full-time job during the summer ..... _____
   C. participated in work-study or distributive education while in school ..... _____
   D. supervised the work of others ..... _____
   E. never worked ..... _____

8. I need assistance in the following educational areas:
   A. expressing my ideas in writing ..... _____
   B. improving reading speed or comprehension ..... _____
   C. improving math skills ..... _____
   D. deciding on a career, occupation or educational plans ..... _____

9. I plan to take or have already taken the ACT (American College Testing Program) ..... _____

10. I plan to take or have taken the SAT (Scholastic Aptitude Test) ..... _____

RESPONSE (Enter 1, 2, 3 or 4)

11. Please indicate what grades you received in high school:
    (Place the approximate number in the space provided.) ..... _____
    1. Mostly A's
    2. Mostly B's
    3. Mostly C's
    4. Mostly below C's

12. Listed below are a number of characteristics of your high school. You are asked to rank each one on how beneficial it has been to you. That is, how well did it contribute to your experience as a student? Please use the following ranking scale and use your own experience for the ranking, not what you have heard from others.
    1. Outstanding
    2. Average
    3. Poor
    4. Not provided/Not applicable

RESPONSE (Enter 1, 2, 3 or 4

   A. Variety of courses ..... _____
   B. Quality of instruction ..... _____
   C. Counseling or guidance service ..... _____
   D. Special help or programs for students needing it ..... _____
   E. School rules, regulations and discipline ..... _____
   F. Assignment of grades or marks ..... _____
   G. Athletic or recreational facilities ..... _____
   H. Library and learning centers ..... _____
   I. Laboratory facilities ..... _____
   J. Vocational training (industrial, business, home economics, etc.) ..... _____
   K. Satisfaction with your high school experience overall ..... _____

RESPONSE (Enter 1-9)

13. What are you most likely to be doing this time next year? ..... _____
Use the following list to indicate your response. (Choose only one answer.)

1. Don't know yet.
2. Join the military.
3. Get a full-time job.
4. Become a full-time homemaker.
5. Enter into apprentice training.
6. Attend a vocational-technical school.
7. Attend a four-year college.
8. Attend a two-year college.
9. Other:_____ (Please specify).

14. Please indicate by number your first and second occupational choice, choosing from the list in Table A, located on page 4 of this survey.

RESPONSE (Enter 10-99)

A. My first occupational choice is ..... _____
B. My second occupational choice is ..... _____

IF YOU **DO NOT** PLAN TO GO ON FOR MORE SCHOOLING, SKIP THE REST OF THE SURVEY.

RESPONSE (Enter 1-52)

15. Using the code found in Table B on page 4 of the survey, indicate by number the state in which you plan to attend a postsecondary institution ..... _____

RESPONSE (Enter 1-22)

16. If your answer was Alaska in question 15, indicate which Alaskan institution you plan to attend by using the list in Table C on page 4 of the survey. ..... _____
(If you are not going to school in Alaska, skip this question.)

RESPONSE (Enter 1-17)

17. Regardless of where you are going to school, why have you made that choice? Use the number codes below to select the two most important reasons and the one **least** important reason for your choice.

A. Most important reason for my selection ..... _____
B. Second most important reason for my selection ..... _____
C. **Least** important reason for my selection ..... _____

1. Intramural athletics/recreational activities
2. Sororities/fraternities/student organizations on campus
3. Geographic location/weather/climate
4. Encouragement from parents/relatives
5. Encouragement from teachers/principal/counselor
6. Encouragement from college representative
7. Availability of jobs while in school
8. Low tuition and living expenses
9. Reputation or prestige of school
10. Availability of program
11. Availability of financial aid
12. Close to home
13. Religious atmosphere
14. My friends will be there
15. Availability of campus housing
16. Intercollegiate athletic program
17. Other (please specify)

_____

RESPONSE (Enter 1 or 2)

18. Do you plan to live in Alaska upon completion of your chosen program? ..... _____

1. Yes 2. No

TABLE A
LIST OF OCCUPATIONAL CHOICES

Please choose the number of your first and second occupational choice from the list below. Select the occupational area that best fits your goals, and fill in the response blanks on page 3 of the survey with the numbers you have selected.

10 Agriculture or Animal Science
11 Forestry Science
12 Forestry Production & Processing
13 Natural Resource Management
14 Fisheries Science
15 Commercial Fishing
16 Seafood Processing
20 Architecture
21 Interior Design
24 Life Science, General (Anatomy, Bacteriology, Biology, Botany, Ecology, Genetics, Marine Biology, Zoology, Etc.)
25 Community or Social Services (Law Enforcement, Fire Protection, Public Administration, Social Work, Parks and Recreation Management, Etc.)
26 Law
27 Social Sciences (Anthropology, Archaeology, Criminology, Economics, History, Political Science, Sociology, Psychology, Etc.)
30 Business & Commerce, General
31 Accounting
32 Advertising
33 Banking
34 Business Management
35 Office Occupations
36 Recreation & Tourism
37 Transportation & Public Utilities
40 Communications, General
41 Journalism
42 Broadcasting (Radio & TV)
43 Advertising
45 Computer & Information Services
46 Computer Programming
48 Computer Systems Analysis
50 Foreign Languages/Humanities
51 Religious Studies/Theology
55 Home Economics/Family Life Skills
60 Trade & Vocational, General
61 Aviation Technology
62 Auto Repair (Engine & Body)
63 Carpentry & Construction
64 Diesel Technology
65 Electricity (House Wiring)
66 Heavy Equipment Operations
67 Welding & Metal Fabrication
68 Cosmetology
69 Aviational Associated Careers (Commercial Pilot, Stewardess, Etc.)
75 Elementary and/or Secondary Education
80 Engineering, General
81 Aerospace Engineering
82 Electrical Engineering
83 Mechanical Engineering
85 Fine or Applied Arts, General
86 Commercial Arts
87 Music
88 Drama
90 Health Profession, General
91 Nursing
92 Dentistry
93 Medical, M.D.
94 Chiropractic
95 Mental Health
96 Physical Science, General (Geology, Physics, Oceanography, Mathematics, Chemistry, Etc.)
99 Other

TABLE B
LIST OF STATES

Use the following number codes to answer question 14 on page 3 of the survey. (Indicate in which state you plan to attend a postsecondary institution.)

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming
52. Foreign

TABLE C
ALASKAN POSTSECONDARY INSTITUTIONS

Use the following number codes to answer question 15 on page 3 of the survey. (Indicate which Alaska institution you plan to attend.)

1. Alaska Bible College
2. Alaska Business College
3. Alaska Pacific University
4. Alaska Vocational Technical Center at Seward
5. Anchorage Community College
6. Chukchi Community College
7. Extension Center Near Home
8. Hutchison Career Center
9. Islands Community College
10. Kenai Peninsula Community College
11. Ketchikan Community College
12. Kodiak Community College
13. Kotzebue Technical Center
14. Kuskokwim Community College
15. Matanuska-Susitna Community College
16. Northwest Community College
17. Prince William Sound Community College
18. Sheldon Jackson College
19. Tanana Valley Community College
20. Technical Institute, Business or Trade School
21. University of Alaska, Anchorage
22. University of Alaska, Fairbanks
23. University of Alaska, Juneau

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APPENDIX B

SELECTED DATA TABLES

TABLE 22
DISTRIBUTION OF SENIORS BY SEX

SEX	NUMBER	PERCENT
Male	1,533	52.0
Female	1,409	47.8
No Response	7	0.2
TOTAL	2,949	100.0

TABLE 23
DISTRIBUTION OF SENIORS BY RACE

RACE	NUMBER	PERCENT
Alaska Native	691	23.5
Black	78	2.7
Oriental	39	1.3
Caucasian	1,973	66.9
Hispanic	36	1.2
Other	104	3.5
No Response	28	0.9
TOTAL	2,949	100.0

TABLE 24
DISTRIBUTION OF SENIORS BY
ANNUAL HOUSEHOLD INCOME

ANNUAL INCOME	NUMBER	PERCENT
Under $15,000	375	12.7
$15,000 to 25,000	412	13.9
$25,000 to 40,000	696	23.7
$40,000 to 50,000	447	15.2
$50,000 or over	728	24.7
No Response	291	9.8
TOTAL	2,949	100.0

TABLE 25
DISTRIBUTION OF SENIORS
BY PRIMARY HOME LANGUAGE

PRIMARY SPOKEN HOME LANGUAGE	NUMBER	PERCENT
English	2,670	90.5
Other	243	8.3
No Response	36	1.2
TOTAL	2,949	100.0

TABLE 26
DISTRIBUTION OF SENIORS
BY WORK EXPERIENCE

TYPE OF WORK	YES		NO		NO RESPONSE		TOTAL	
	No.	%	NO.	%	No.	%	NO.	%
Part-Time Job	1,920	65.1	955	32.4	74	2.5	2,949	100.0
Full-Time Summer Job	2,173	73.7	704	23.9	72	2.4	2,949	100.0
Work Study	838	28.4	1,992	67.6	119	4.0	2,949	100.0
Supervised Others	1,148	38.9	1,693	57.4	108	3.7	2,949	100.0
No Work Experience	281	9.5	2,457	83.3	211	7.2	2,949	100.0

TABLE 27
DISTRIBUTION OF SENIORS BY RATING
OF SELECTED HIGH SCHOOL CHARACTERISTICS

HIGH SCHOOL CHARACTERISTIC	SENIOR RATING					
	OUTSTANDING		AVERAGE		POOR	
	No.	%	No.	%	No.	%
Variety of Courses	707	24.0	1,822	61.8	317	10.7
Quality of Instruction	758	25.7	1,911	64.8	177	6.0
Counseling Services	980	33.2	1,382	46.9	419	14.2
Special Help, if Needed	657	22.3	1,515	51.4	373	12.6
School Rules and Discipline	558	18.9	1,559	52.9	712	24.1
Grades, Marks, and Promotion	441	15.0	2,210	74.9	211	7.2
Athletic & Recreation Facilities	961	32.6	1,450	49.2	381	12.9
Library & Learning Centers	925	31.4	1,511	51.2	346	11.7
Vocational Training	855	29.0	1,583	53.7	248	8.4
Laboratory Facilities	418	14.2	1,594	54.1	622	21.1
Overall Satisfaction	838	28.4	1,736	58.9	254	8.6

TABLE 28
DISTRIBUTION OF SENIORS BY NEED
FOR ADDITIONAL ASSISTANCE AND BY HOUSEHOLD INCOME

ANNUAL HOUSEHOLD INCOME	AREAS OF ASSISTANCE							
	WRITING		READING		MATHEMATICS		CAREER PLANNING	
	YES	NO	YES	NO	YES	NO	YES	NO
Under $15,000	171	188	190	168	214	145	219	142
$15,000 to $25,000	178	223	181	222	224	180	209	190
$25,000 to $40,000	264	412	293	381	347	329	335	338
$40,000 to $50,000	158	277	177	258	232	206	210	225
$50,000 or over	238	466	276	430	327	380	357	351
No Response	108	167	119	151	149	125	128	143

TABLE 29
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY SEX

GRADES	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Mostly A's	194	44.3	244	55.7	438	100.0
Mostly B's	597	48.1	643	51.9	1,240	100.0
Mostly C's	597	58.9	416	41.1	1,013	100.0
Below C's	70	68.0	33	32.0	103	100.0
No Response	75	50.7	73	49.3	148	100.0
TOTAL	1,533	52.1	1,409	47.9	2,942	100.0

TABLE 30
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY RACE

GRADES	ALASKA NATIVE		BLACK		CAUCASIAN		OTHER	
	No.	%	No.	%	No.	%	No.	%
Mostly A's	54	7.8	2	2.6	361	18.3	21	11.7
Mostly B's	274	39.7	23	29.5	869	44.0	72	40.2
Mostly C's	294	42.6	43	55.1	593	30.1	71	39.7
Below C's	30	4.3	5	6.4	59	3.0	7	3.9
No Response	39	5.6	5	6.4	91	4.6	8	4.5
TOTAL	691	100.0	78	100.0	1,973	100.0	179	100.0

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APPENDIX C

1982-83 SENIOR SURVEY FOLLOW-UP

APPENDIX C

1982-83 SENIOR SURVEY FOLLOW-UP

One of the major purposes of the High School Senior Survey is to describe what high school seniors plan to do during their first year after graduation. Since the results contained in this report, and the six previous reports, reflect only intentions of the seniors, an intriguing research problem is whether what they actually do is consistent with their intentions. The answer to this question is elusive primarily because seniors who respond to the survey maintain their anonymity. Thus, a direct follow-up survey to the individual respondents is impossible.

An initial attempt, however, has been made to discover if the seniors who indicated that they intend to enroll in some type of postsecondary institution upon graduation, actually did so. With the cooperation of the Office of Institutional Studies of the University of Alaska, a survey was sent to each high school in the State. The survey contained several questions concerning the postsecondary activities of the seniors who graduated in the spring of 1983. These data were then compared with the responses of the seniors who completed the "Alaska High School Senior Survey, 1982-83."

It should be noted at the outset that there are several limitations which affect the validity of this study. First, the seniors to whom the high school personnel refer in the follow-up survey may not be the same as the seniors who completed the high school senior survey. Second, in several instances, high school personnel were not able to accurately ascertain

the activities of their graduates. Third, the high schools that responded to the follow-up questionnaire may or may not be the same high schools which the senior respondents attended.

These limitations notwithstanding, the follow-up questionnaire does provide useful information. If both samples are representative of the same population (and it appears that this is the case), broad inferences can be drawn. The follow-up questionnaire addressed two basic questions: 1) Did those seniors who indicated that they would enroll in a postsecondary institution, do so; and 2) Is the proportion of seniors enrolled in in-state institutions the same as that proportion of seniors who plan to enroll in-state? The remainder of this discussion will address these two questions.

PERCENTAGE OF GRADUATES WHO ENROLLED IN A POSTSECONDARY INSTITUTION.

Of the 3,505 seniors who completed the 1982-83 high school senior survey, 2,157 or 61.5 percent indicated that their most likely activity after high school would be attendance at a postsecondary institution. The data from the follow-up questionnaire revealed that only 46.5 percent of the graduates had indeed enrolled in some type of postsecondary institution.

A plausible explanation for the 15 point difference is that seniors who are in high school may be overly ambitious or optimistic concerning their future plans. After graduation from high school, a multitude of circumstances may prohibit them from attending a postsecondary institution. Moreover, a hypothesis could be proffered that, because of

the prestige associated with attendance in a postsecondary institution, high school seniors would indicate enrollment even if they were in doubts about attending.

PROPORTION OF THOSE SENIORS ENROLLED IN POSTSECONDARY INSTITUTIONS THAT ARE IN THE STATE OF ALASKA.

The results from the 1982-83 high school senior survey showed that of those seniors who intended to enroll in a postsecondary institutions, 42.7 percent intended to enroll in an institution in the State. This number is remarkably similar to the results of the follow-up study where 41.6 percent of those graduates who were attending postsecondary institutions were enrolled in-state. Moreover, an analysis of those students participating in the Alaska State Student Loan Program reveals that 53.2 percent of freshmen are attending in-state. Although this percentage is somewhat higher than the previous two percentages, it should be noted that a portion of those freshmen may not be recent high school graduates. Therefore, the comparison between the data from the high school senior survey and follow-up study and the student loan information is somewhat tenuous.

SUMMARY AND CONCLUSIONS

The major purpose of the follow-up questionnaire to the Alaska High School Senior Survey, 1982-83 was to attempt to understand if the high school seniors did indeed pursue the postsecondary plans they indicated on the survey. The data provide information that suggests two tentative conclusions.

1. The aspirations of some seniors may be unrealistic; fewer seniors attend postsecondary institutions than those who indicated they planned to attend. These results are confirmed, to some degree, through experience. The ambitions and aspirations of youth are at times unrealistic, thus, one would expect more seniors to indicate postsecondary plans than really attend postsecondary institutions. Several of the seniors may eventually enroll in some type of postsecondary institution; however, during the first year after high school graduation, a portion of those seniors who indicate an intent to enroll in postsecondary institutions, do not. Therefore, the high school senior survey probably predicts the maximum number of seniors who will attend postsecondary institutions upon graduation from high school.

2. Regardless of the number of seniors who attend postsecondary institutions, the high school senior survey predicts with a high degree of accuracy the proportion of those attending in-State. It appears that the survey is, therefore, a reliable predictor for estimating the proportion of seniors who will attend institutions in the State of Alaska.